



THE POWER OF READING HANDBOOK

ENGLISH
LANGUAGE
TEACHER
DEVELOPMENT
PROJECT

 **BRITISH
COUNCIL**



THE POWER OF READING HANDBOOK



Picture by Gerry Fox



Contents

SECTION ONE	
What is the Power of Reading?	4
SECTION TWO	
Planning a book flood project	6
SECTION THREE	
Planning a book flood in your school	11
A. What to do with the books	12
B. Assessing progress in reading	21
C. Planning and preparing reading environments	24
D. Engagement and capacity building across the wider school	25
SECTION FOUR	
Further reading, materials, resources and references	27

Published in 2014 by
British Council Malaysia

The British Council
142C Jalan Ampang
50450 Kuala Lumpur
Malaysia

Sections of this handbook are taken
from previous work by J.R.A. Williams

Printed in Malaysia

Acknowledgements:
Thanks to all the teachers and mentors who took part in the ELTDP Power of Reading pilot for their invaluable contributions to this handbook.

What is the Power of Reading?

The Power of Reading is a book-based approach that motivates children and provides them with good English by 'flooding' their classrooms with lots of attractive books. For this reason, the method has been called a 'Book Flood'. At the same time, their teachers use simple methods to make sure that children interact regularly and productively with the books.

The research done on this approach shows that it works well in many different countries and cultures. It accelerates all aspects of children's language growth. It does not require many hours of teacher training and it is not necessarily expensive.

The Power of Reading pilot project conducted by the British Council in East Malaysia through the British Council English Language Teacher Development Project (ELTDP) showed that 'Every participating POR school reported that the project has benefited pupils, particularly in regards to pupils' enjoyment of and positive attitudes towards reading.' In less than one school year, the POR intervention nearly doubled the number of pupils who were able to read fiction texts for information in English, and positive attitudes towards reading grew by 50% after the arrival of the POR books.

When head and senior teachers, teachers, parents and pupils were



Picture by Gerry Fox

asked what they hoped the project would achieve for them and others, the benefits of the Power of Reading were predicted to be:

For pupils

- Improved English.
- Improved literacy.
- Improved attitudes/motivation towards English and reading.
- Improved academic results.

For teachers

- Use of books to support teaching and learning.
- Improvement in the teachers' level of English.
- Increased teamwork between teachers and with parents.

For parents and communities

- More parents involved in

their children's education.

- Parents and teachers cooperating to support children's reading.
- Parents reading with their children at home.
- Parent's ability and interest in reading and in English increases

For schools

- Schools providing inviting spaces and activities to encourage reading.
- Schools acting as a resource base and example for other schools.
- Schools achievements being recognised.

When the results of the pilot project were examined by an external evaluator, he said that:



- [Teachers] have developed a culture of sharing resources.
- Interest in using 'running records' as a means of measuring students' progress in reading
- A change in attitude towards their students and a greater sense of their students' potential.

For parents

- There have been many examples of positive engagement and support from parents.
- Awareness raising amongst parents about the benefits of reading/literacy and the advantages of parental involvement with/support for their children's reading (even when parents are themselves illiterate)

For schools

- In many schools, the efforts to revamp and use libraries for POR activities have clearly had benefits for the whole school and have enticed other (non-project/non-English) teachers into using the library for their teaching and learning activities
- The benefits of attractive, inviting and comfortable library spaces (and spaces in which interesting and creative teaching/learning activities take place) extend beyond the teachers and students to involve parents as well.

This handbook will use the experience of the Power of Reading pilot project, and the best scientific evidence from around the world to show how schools, teachers and parents can organise their own Power of Reading programmes to gain these benefits for all their children.

Watch the POR video introducing the ideas behind the pilot at www.youtube.com/user/ELT-DPMalaysia – search for 'ELTDP Power of Reading'.

For pupils

- Many schools have reported that pupils often request the POR books and in some cases, pupils were reminding teachers of reading times and to allow them to read silently, or engage in reading activities (such as storytelling).
- The POR works well for pupils as a spark and inspiration towards future learning.
- The POR has been noted in some schools to encourage the development of deeper thinking and comprehension skills.
- The POR has led to improvements in pupils reading and writing, sustained engagement with POR books and

spontaneous interactions between students.

- Parents have noticed their children displaying an increased desire to read with them.

For teachers

- Teachers have developed/expanded their teaching skills in response to the POR books and project activities.
- Teachers' confidence and proficiency in English has increased as a result of involvement with the project and exposure to POR books.
- Many teachers have engaged in active storytelling with their students.
- Teachers had increased their confidence and interest in lesson planning.

Planning a book flood project

Funding opportunities

SCHOOLS and districts can find their own funding for a book flood. Through school boards, Parent Teacher Associations, Members of Parliament and other local contacts, schools can contact local foundations, businesses and philanthropists who would be willing to be party to such a successful enterprise.

Many companies have Corporate Social Responsibility (CSR) funds and are often on the lookout for straightforward and good quality projects in which to invest. Search the internet under 'CSR Malaysia' for many examples of such companies.

The books for the Power of Reading pilot were paid for by the Ministry of Education through the British Council English Language Teacher Development Project

(ELTDP). Part of the pilot was to look for other sources of funding for taking the project to other schools. This included approaches to state foundations and large corporations.

Expressions of interest

The Power of Reading pilot was keen to have schools volunteer for the project to make sure they had the enthusiasm and capacity to make the best of the investment.

In the pilot, schools were invited to submit 'expressions of interest' summarising:

- *How the books might be used and why.*
- *Why this school should be chosen.*

Every school starting on Power of Reading should involve as many teachers, management, parents

and others as possible to discuss:

Present

- Availability and use of books.
- Co-operation among teachers.
- Involvement of parents and families.

Plans for

- Storage and security of books.
- Responsibility and accountability for keeping and using books.
- Access to books.
- Capacity building so the books will be used effectively (pupils, parents and families, teachers).
- Potential barriers and proposed solutions.
- Others issues.

School-level implementation plans

From these discussions, schools can draw up plans.



Power of Reading planning at SK Sembirai.

CASE STUDY >

Example of a plan drawn up by teachers

SK Bunga Raya**Supporting statements**

THIS is a *kampung* school in an isolated corner of our district. Teachers make full use of the school library by taking children in groups to access books freely. There are a limited number of titles in English mostly from old reading schemes. These books are well cared for, but do not offer children a variety of books to capture their interest and imagination. The library offers plenty of storage for more books and the library staff would give their full support should this school be chosen.

The English team at the school work well together to organise and plan English events for the pupils. Following well-attended workshops, parents have begun to use songs, rhymes and games with their children outside of school and are extremely keen to help their children in other ways.

The school is part boarding. Staff are responsible for the care of these children from Monday night through to Thursday night. Currently, the children do their homework during this time and are left to watch television each evening. There is a captive audience for books during the week and the teachers plan to make a library of books available for these children to enjoy each evening.

Project teachers

We think that our school should have these books as it will help us improve our pupils' English proficiency and cultivate good reading habits. These books will be a great investment for our

school as our English Committee is planning to create an English Learning Centre at our school in the future. Should we be given the books, we will try our best to find a place to put them, for example by placing them in one of the classes for the time being. Another solution is to place them with the school's boarders and create an English Library which can accommodate the pupils' need for reading materials.

We strongly believe that a thousand good quality English books would have a great impact on teaching and learning in our school and we see it as a long-term investment and an on-going process. The teachers would benefit from it as they can use the books as a teaching resource in class.

Management

Presently, the children and local community are dependent solely upon the school library since there are no libraries or bookstores in the area or town. The books at the schools, sadly, are old and the insufficient for the children's needs. The headmaster is fully supportive of the POR Project and believes that reading is the power of knowledge.

Implementation consultation discussion comments:**Replenish current outdated books in the school library**

It will help because most of the books are outdated and not suitable for young readers. Also, many of the books in the school are in Bahasa Malaysia.

Establish a reading corner in preschool

These books will help to establish a reading corner in the preschool with cooperation between the English Committee

and the preschool teachers. It can be used as a resource to help the preschool teachers to start early reading especially for the English Language.

Establish a culture of children taking home books to share with parents

If we have the chance to get these books, we will make sure we establish such a culture. This will also help in the learning process at home and at the same time will enforce the habits of reading among family members.

Establish a library for boarders to be accessed outside of school hours

It is one of the English Committee's plans to establish a library for boarders, to be accessed outside of school hours, so that boarders can spend their time usefully and at the same time can improve, enhance and enrich their vocabulary and grammar in the English Language.

Teachers have given consideration to the logistics of how to receive and organise the books. They plan to work with librarians with the books in the unused government computer room and to sort what they receive into books they wish to use throughout the year to support the textbooks and to be used for storytelling in class, books to go straight into the library and those which would be most enjoyed by those children boarding. They have requested that there be more storybooks included with colourful illustrations to attract the younger readers. Responsibility for the books would be shared jointly between the head teacher (GB) and the English panel. The school librarians have also agreed they would lend their support to the project.

SECTION TWO

CASE STUDY >

Example of a follow-up action plan drawn up by a group of teachers, PK and parents.

SJK Bulat

Action plan:

- Big storybooks: teachers to read to pupils, to conduct shared reading and use as a base for follow up activities such as language arts activities.
- Multiple copies of books: to be used for guided reading, reading at home and self-access. There are not enough books for these activities so more books will be produced.
- Books would be made available to pupils in the classroom for self-access.
- Four extra periods will be added to the Level 1 timetable.
- Lessons using or based around storybooks will take up around four periods a week. (The two extra periods and one double period. Leaving three periods for other English lessons.)
- Storybook lesson plans and resources will be filed centrally and shared.
- The library will be decorated.
- Level 1 classrooms will be rearranged to allow for POR activities. (Access to a mat for story time, group reading activities and storage of books for self-access.)

Informing and engaging Authorities

GBs and other managers

GBs and their deputies (PKs) should be involved from the very beginning in planning for Power of Reading in the school. Busy schedules might mean that they cannot



Ribbon-cutting by Language Officer at SK Nanga Lipus

attend all meetings and be part of every activity, but it is very important that they are informed about what is happening and have a chance to offer their ideas.

“Our school works together – that means the GB, PK1 and myself, we are all supporting this together.”
– Head of English Panel, SK Sentosa

Pejabat Pendidikan Daerah (PPD)/District Education Office

The language officer responsible for English in schools can be a big help in designing and carrying out a Power of Reading programme. Keep your PPD informed of what you are doing, and invite your language officer and school improvement coaches to offer their input.

Inspectorate

Sometimes the *nazir* or inspector visiting a school may not be aware that there is a Power of Read-

ing approach. Even though Power of Reading fits perfectly with the requirements of the school curriculum, they may feel that storytelling or silent reading is not the sort of teaching that they expect. Therefore it is very useful if inspectors are informed from the outset of plans for Power of Reading, so when they visit classes they can appreciate the progress that pupils are making.

“When the inspector came into my English class he was surprised that the children can read and answer questions. He asked me how this could be.”

– Teacher at SJK Chung Hua

Local responsibilities and accountabilities

There are often resources sent to schools which do not get used because nobody takes responsibility for them. There needs to be a plan for who will receive the

SECTION TWO

books and look after them, and who will make sure that they get into the hands of pupils.

In one school, 'Older students and parents along with teachers/GB are responsible for the receipt, covering and cataloguing of new books. Good activity to teach students responsibility as well as to engage a true community spirit, i.e. these books are for 'all of us'.

It was agreed in another school that 'responsibility for the books would be shared jointly between the GB and the English panel'.

POR Library Room

First stage of the POR project involved the transformation of an old store room into a bright colourful library. Teachers created a plan of ideal library and contents and from that a list was drawn up of possible items needed. A meeting was held with the GB and the PTA where the POR project was explained and a book sample was shown. The PTA agreed to fund room renovation – the paint, floor covering, tables, chairs and book borrowing station.
– **SJK Chung Hua**

Once the books are in the school and displayed then the idea that the books are everybody's responsibility seems to be a good way of working. This means that instead of just checking how the books are being kept and used, people can ask themselves whether they are doing their best to make sure that the Power of Reading is having its effect. The best resource for this can be the pupils.

Electing of 'Power of Reading Librarians' from amongst existing pupil librarians

The school has about 20 pupil librarians selected from Years 3, 4, 5, and 6. The librarian and the men-

tor asked for volunteers to become 'Power of Reading Librarians' and selected a total of eight: one boy and one girl from each of the year groups. The librarians were responsible for keeping the shelves tidy, making a sign for the POR corner, making posters to put around the school, alerting the librarian to books that needed repair, and helping promote the books in Power of Reading assemblies.
– **SK Tanjung Aru**

Selecting and ordering books

In many towns, there are cheaply produced books available in local stationary and book shops. It is worth looking at these as they are the most easily available. Good books will have been written for enjoyment. It might be best to avoid toy, TV and film tie-ins because these have usually been produced to sell other products. Books designed for 'learning' such as alphabet, dictionary and vocabulary books lack the sort of text which will draw children in to the book and encourage reading fluency. Avoid 'sticker books' because they lose much of their point after the stickers are used.

The same shops might also sell paper, card, pens and decorations that can be used to make attractive books. Teachers, parents and children can even recycle paper and cardboard to make their own books. There are many ideas for how to make books on the internet, try searching 'making books for children'.

'We want to make more sets of small books. Either from the Reading A-Z website (www.readinga-z.com/books/) or books teachers make themselves. At the moment there is no problem printing and photocopying as many of these as we can. These books are valuable because they give us an opportunity to do guided reading and send

children home with books that are at their reading level or just above. These books help solve the problem of not having enough books.'

– **SJK Bulat**

You can find ideas for books, and download the books themselves from the internet. Try searching 'free books for children online'.

The best books are likely to be those that are produced for the commercial market. These may be stocked in book shops in the bigger cities. To see what is available it is best to use the internet. www.mycen.com.my/malaysia/book.html has a good list of Malaysian publishers and distributors. The British Council often uses www.kinokuniya.com/my.

A shop which concentrates on affordable reading is www.leobookstore.com/about.php.

The Power of Reading brought all its books from overseas suppliers. These were of the best quality in terms of production and content, and of course tend to be the most expensive. To choose these, and get the best idea of the books published in the English speaking world, visit www.amazon.com/Childrens-Books/ or www.thebookpeople.co.uk/ which has many books at discounted prices.

When looking for books to buy, use this list of headings to help you decide if the books are the best for Power of Reading:

- The subject matter (i.e. Is it a strong story? Is the content powerful and imaginative?)
- The illustrations (i.e. Are they interesting? Do they complement the text?)
- The style and complexity of the language (i.e. Is the language memorable? Natural?)
- Anything else that you notice from your examination. (i.e. Humour? Repetition?)

There will be more about choosing books in the next chapter.

Supporting teachers to develop methods

A successful Power of Reading is a school-wide project which involves pupils, their families and others from the community, GBs, PKs, staff from the PPD, inspectors, and teachers of all subjects. But it is most important that the English teachers work together to make sure that the pupils get the most out of the books in the school.

To do this they need to develop methods and activities that will support and encourage pupils to read and enjoy books in the classroom and outside. Among these should be storytelling and reading to children, reading with children and reading by children.

Some techniques for these can be found in Section 3 ('Planning a book flood in your school'), but there will always be more. Teachers can help each other to look for support from around and beyond the school, and especially use libraries (for instance, the teachers resource centres) and the internet to search for and share ideas.

Teachers can try out new methods in the classroom and think about how they might improve on them or adapt them to their particular situation. It is always a good thing to talk about and discuss these thoughts with others, so teachers can plan to meet regularly as part of the Power of Reading approach.

Ensuring children interact regularly and productively with books

Many schools have resources which are not used. These might be out of date from a previous curriculum, they might be damaged or not immediately usable, or they might be the product of an initiative which has now passed. Some storerooms contain books and other equipment still unopened in their original packaging.

It is important that books for the Power of Reading are used and continue to be used by pupils. In Section 3, we will look at some of the ways that teachers and others can use books in their lessons. But schools have found that making it easy for pupils to access the books is one of the best ways to make sure that the books are used most productively.

Storing the books

If the books are to be kept in the library or a special room, then the children should be able to use the books before school.

Set up a system so the pupils can borrow books for a week. Encourage parents to come in to the library to help children choose their books. Schedule lessons in the library. If possible, make the books available at the busiest place in the school. Some schools have set up a display of books in the school canteen.

The best place for the books is in the classroom with the children. Try setting up a mini-library in each classroom.

Often it is difficult to keep them there because of damage by the weather or animals, or because the classroom is used for other subjects and different school shifts.

If the books must be locked away overnight, use baskets to carry them to and from the classrooms.

Displaying the books

Wherever the books are stored, display them at a height that can be easily seen by the smallest children, and showing their covers in an attractive way. Make sure that any special displays of books are changed regularly.

Reading corners

Reading corners provide a comfortable place for pupils to

read, and a storage area for some of the books.

'Each of the classes discussed a theme for their reading corner, and the class teacher was put in charge of decorating, assisted by one other teacher.'

We prepared interactive language games, such as puzzles and puppets, and hung them in plastic envelopes in the reading corners to encourage pupils to learn more vocabulary and to make use of the knowledge they gain from the books.

The pupils really enjoy being there. In making the games and activities, teachers were able to learn more about how to engage children with reading and the importance of a language-rich environment, and could adapt these activities to different subjects.'

– SK Poring

Assessment processes

The Power of Reading pilot was careful to measure the progress that pupils made when the books were introduced in their school.

First of all there was the new school-based assessment system (Pentaksiran Berasaskan Sekolah or PBS) which includes several learning standards, instruments and evidence of pupils' literacy development.

Then a technique for recording reading level called "Running Records" was introduced which teacher's used to make detailed notes when listening to children read.

Finally there was a measure to try and record the changes in individual pupil's reading profile in terms of their attitudes to reading in English.

The important thing about any good assessment is that they provide information that can be used by the teacher and pupils as a guide to what to do next.

Planning a book flood in your school

Choosing the books

THE Power of Reading tried to choose books which would be attractive and interesting for pupils in Malaysian primary schools. The level of the language was considered in terms of the capacities of the relevant age group and it was found that books designed for English as a first language for children aged zero to seven were the most appropriate.

Beyond that, language was not graded so that the full range of natural language was available. This fits with research showing that that individuals will draw on the elements of language input which are immediately meaningful and useful, and so it is not essential to understand every word in order to enjoy a story and learn from it.

In an attractive and high quality book:

- The storyline is strong, there is an attempt to engage the reader in wanting to know what happens next. Subjects are calculated to be of interest to the age group, often featuring characters of the target age. All the elements of story are involved: **setting** (character, location and time); **theme** (an event and a goal); **plot** (various episodes with goals and outcomes); **resolution** (almost always a twist, something unexpected, or jokes for the climax).
- The amount of text is limited on the page, sometimes one line, rarely more than ten lines, and the font size is set 18 point or larger. The text often has poetic qualities, being lively, rhythmical and rhyming.
- Pictures are neither the direct

equivalence of the text, or have no relationship to the text, either of which might lead children to attend less to the print. In the best books, the illustrations enhance and enrich the story, and often allow for parallel stories to be constructed by the reader.

- There is no attempt to simplify the language as such. It is often repetitive, and referring to the here and now rather than to abstract concepts. It is natural rather than contrived, although often rhythmic and highly expressive.
- Most successful books for children have a strong element of humour. The fact that to be successful the books must also appeal to adults, both as buyers and readers, might have a lot to do with this. Themes that are

amusing rather than humorous are also common, as are visual jokes and asides which might appeal to grown-ups as well as children.

The best books are the books that children choose for themselves.

'The students always see the books and love looking at them even if they cannot read them – they still like to look at them. The early finishers in class always go and read the books.'
– **Level 1 teacher, SK Sepagaya**

'My Year 1 pupils became addicted to the English story books. The English story books have many colourful pictures and cute animations which can attract the pupils' attention and get them interested in books.'
– **Year 1 and 4 teacher, SK St John**



Picture by Gerry Fox

Storybooks have many colourful pictures which attract pupils' attention

What to do with the books

THE following are descriptions of several widely used and effective methods for the promotion of reading in the classroom. It will be seen that each has particular goals in developing children's reading strategies towards the ultimate aim of independent and continuing reading. The principle behind each is that reading should be an enjoyable and relevant experience allowing for individual development. The methods also encourage the use of authentic and whole texts so that the full range of natural language is available, the belief being that individuals will draw on the elements of input which are immediately meaningful and useful.

Further, although the goal is individual and independent reading, the teacher has an important role in providing scaffolding and support for children's efforts in achieving this goal. Taken together, these techniques can be seen as the outcome of a balanced methodology which allows for individual, group and whole class work, instruction and discovery, challenge and consolidation, and ultimately the opening of an avenue for every child to succeed as a reader.

Reading to children

Storytelling

Stories have been shared in every culture since before writing was invented. Storytelling is a means of entertainment, education, and passing on cultural and moral values. In traditional classrooms, story time was an important and much-loved part of the day which encouraged children to observe, listen, and participate in prediction and problem-solving. In the language classroom, listeners can

recognise structures of language, construct their own understanding and express their thoughts.

With good quality storybooks, all teachers can become expert storytellers and take advantage of these natural advantages.

For teachers, the biggest success is in attracting students to listen to storybooks and remember language from the story. Teachers feel that by making storytelling fun, students will love to listen and are able to respond. From this, they understand and learn new words – it's fun but at the same time, they learn. One teacher noted that some students are not just using words, but phrases and sentences from the books. They even heard words that they think the students must have acquired themselves from the books.

– SK Sembirai

Tips for great storytelling

Before the story

Look at the cover and pictures. Discuss the title. Encourage the pupils to predict what the story might be about. Talk about the subject matter, ask the pupils what other stories they know that might be similar. Ask about their experiences that might relate to the story. Encourage children to respond in BM or their first language if they need to.

Reading to children

Tell the story with animation and expression. Use different voices for different characters. Vary your tone, intonation and volume for dramatic effect. Use gesture, body language and facial expression to get over the meaning. Encourage the pupils to join in with choruses and repetitions.

Students generally want the teacher to repeat stories – they have their favourite books. Teachers notice that even after repeated listening students are still happy to hear the book.

– SK Sembirai

After the story

Encourage pupils' response to the story by for instance, retelling, summarising and analysing (perhaps in their own language). Get them to generalise about stories like this and to compare with other stories they know. Affirm, praise and accept the pupil's ideas. Children can respond by talking, singing, role-playing the characters, making and playing with toys, masks and puppets, drawing (charts, diagrams, maps, plans as well pictures) and writing (look at some suggestions under 'Shared Writing' on Page 17).

'The books produce lots of storytellers in class – the children like to talk about the books – they talk with their friends, they talk about the pictures.'

– Teacher, SK Sentosa

Remember to pass on these tips to parents and families. They can use the books their children bring home 'to significantly raise student outcomes' by 'reading to their children on a daily basis.' (Malaysia Education Blueprint 2013-2025)

You can see teachers using some of these techniques in the POR Videos at www.youtube.com/user/ELTDPMalaysia

- ELTDP Power of Reading, Reading to Children, Before the Story.
- ELTDP Power of Reading, Reading to Children, After the Story.

SECTION THREE (A)

Reading with children

Shared Reading

Shared reading is a method in which teacher and pupils read a text aloud. This is typically done by having the children sit on the floor in front of the teacher who displays the book. The procedure for shared reading can vary, but it usually involves a series of sessions starting with a prediction of the story from the title and any illustrations.

The teacher will then read the story allowing the children to follow the text. Sessions will gradually build with children joining in with the reading where they can. By the final session, the children will have read the story aloud, some being able to 'read' the text independently.

Shared reading provides enjoyable activities where children can see how cues are used to make sense of what they want to read. The teacher models using phonics (how to identify beginning and ending sounds, ends of words, rhyming words), recognising spelling and grammar features in the text, and using pictures and other cues to get meaning. Teachers can talk aloud about what they are doing and why as they model it in different ways and in different contexts. Children are shown and encouraged to apply both 'top-down' strategies like prediction and using context, as well as 'bottom-up' strategies like sounding out and syllabification, to their reading.

Real learning involves taking risks and making mistakes. The ability to make a good guess is essential to learning. In story sessions, pupils will be willing to take risks based on what they hear and see – pictures, illustrations, title, print cues. By accepting their approximations and through asking questions which help them to get meaning from the story, the teacher can facilitate pupils in learning to use good strategies. This way they are building the skills and confidence to understand a story in

a meaningful way.

Rather than using 'big books' for shared reading, the Power of Reading collections provide a selection of picture books that teachers can share with the pupils. Some teachers and parents made their own big books based on the POR stories:

Adapting a story and turning it into a big book provides reusable teaching aids for me in the future. I can even put the big book at the exhibition corner in the library and encourage the children to read it during their free hour.

– SK Patau

Effective shared reading needs

- enjoyable texts which are presented with enthusiasm by the teacher;
- to involve the children as quickly as possible with repeated phrases and themes ('I'll huff and I'll puff and I'll blow your house down'; 'We can't go over it we can't go under it we'll have to go through it'; 'Rumpeta, Rumpeta, Rumpeta');
- drawing pupil's attention to letters and sounds, meaning making strategies, etc.
- to link shared reading to other reading activities, talk and writing.

Features of shared reading

(Note the contrast with storytelling while using the same ways of bringing the story to life with enthusiasm, drama and participation)

Decide which vocabulary items the children need to know if they are to understand the story. Pre-teach and check for understanding of these words before you show the children the book. You can do this by using real objects, pictures, mime, translation – or any other way you can think of.

You do not need to pre-teach every new word – just those which are crucial to comprehension.

There may be other new words in the book which the children may be able to work out for themselves using context.

When they realised that pupils could look for clues such as illustrations to predict meaning, teachers were more relaxed about reading books which at face value seemed too difficult. A classic example of such a book is Room on the Broom. The structure of the text and the language is quite sophisticated but as the story is enjoyable and the book written in rhyme with beautiful illustrations, pupils always love listening to it and in this way get a feeling for the rhythm of the language.

– SJK Chung Hua

Pre-reading

Before a shared reading session, set the scene by activating background knowledge. Show the children the cover of the book. Ask them about the picture on the cover. Try to get them to tell you all they know about the main topic. Tie it to some topic they know about.

While reading

Children must be able to see and follow text read. Children read with the teacher who can point to the words. Shared reading gives the teacher opportunities to model the reading strategies ('What do you think the next word is?', sounding out, etc.)

Give your pupils opportunities to become familiar with the sound and look of language used in books. Ask questions which will encourage the children to predict what will happen next, e.g. 'Where do you think the kitten will go next?' 'What do you think will happen to Baby Hippo?'

Post-reading

Ask questions to make sure the children understand the story:

- Well, what happened at the end of the story?

SECTION THREE (A)

- How was the problem solved?
- What happened to _____?
(good character/ bad character)
- What would you have done if you were _____?

Ask questions that allow children to use their imagination and show their understanding of the story:

- How old is Jack? How tall is he? What colour hair or eyes does he have?
- Jack and his mother are poor. Draw a plan of their house? Describe it.
- What do you think they eat for breakfast?
- Who feeds the animals? What do Jack's animals eat every day?

As you and your pupils become more confident in responding to stories read, encourage the inclusion of thinking skills questions:

- Why do you think the character/s made that choice?
- How might the story be different if.....?
- What clues do the author/ illustrator give to show that?
- What might (this character) be thinking when?
- What do you think the author wants readers to remember most in this story?

Shared reading offers numerous opportunities to discuss syntactic information (language patterns) and to recycle any repeated sentences, e.g. 'Who will help me to plant/pick/grind this corn?' in other contexts, e.g. 'Who will help me to give out/collect the books?', 'Who will help me to move the chairs/tidy the classroom?', etc.

Follow-up activities

- **Drama/Oral work** – Could the story be acted out? What would be the point of acting out the story? What oral language would the children



Children share a free reading session in SK Matu Baru

- need?
- **Reading** – The Power of Reading offers multiple copies of the same book. Can you think of ways of using these books?
- **Writing** – What writing activities could follow from the book? Could the children make their own books?
- **Grammar** – What are the main grammatical structures in the book? Are there any repeated phrases/sentences? How could these be practised in other contexts?

'Previously, I mainly used the text book in class probably because of a fear of a fine if I am not using it. Now I am using other resources, for example, story books, pictures, clip art, activities, and games but within the skills required. From the story books, I have been doing some activities, for example:

- *Making zig-zag books*
- *Feeding my monster with vocabulary (English)*
- *Making puppets based on a story book*
- *Making a class book*
- *Making games based on a story book*
- *Word games*
- *Picture games*
- *Picture puzzles*

– **SK Patau**

You can see teachers conducting shared reading and follow-up work in the POR Video at www.youtube.com/user/ELTDPMalaysia. Look for 'ELTDP Power of Reading, Reading with Children, Shared Reading.'

Guided Reading

While shared reading is usually a whole class activity, guided reading is where the teacher works with a small group. These pupils will be at about the same stage as each other, and be able to read texts of similar difficulty.

A guided reading session will often have the children and the teacher seated round a table, with each having their own copy of the text. The procedure is usually that the teacher will introduce the text, the children will then 'read' individually at their own pace, and follow this with a discussion bringing out any special points arising from the text or from the processes that the children used to deal with it.

Guided reading can also include the pupils taking turns to read the text out loud. The teacher's role is again central: she selects the reading, she chooses which children to work with and identifies the useful and relevant points for discussion afterwards.

SECTION THREE (A)

The strengths of guided reading methods are in the social nature of the activities. They allow the teacher time to work closely with more children than would be possible listening to individuals read. Although the reading he is doing may be silent, the child is supported by both the teacher and his group. He is able to call upon the teacher for help if needed. He is encouraged to discuss and reflect on the text with fellow readers. While the goal is independent reading, guided reading provides a framework for children to try out and compare reading strategies, and also benefit from the shared experience of deriving meaning and pleasure from text.

Another advantage of guided reading is that it increases the amount of time that children spend actually reading. When it is silent, the reader will also concentrate more on comprehension, and will be allowed to get in to the 'flow' of reading which characterises full engagement with text. Many of us have found that forcing children to read out loud so that we can listen to them, even though they are well into silent and internalised reading, does not give a real picture of the strategies in use or a good idea of where support might be beneficial. Guided reading techniques provide teachers with a way of extending their support for the reader at that critical point between dependency and independence. Again, as with shared reading teachers can help children see how a variety of strategies are used in making sense of what want to read, as they read.

'During group activities pupils can help one another to read correctly; they can correct their friends' mistakes. They can cooperate really well during shared reading sessions. They are excited and eager to read in front of their friends in the classroom.'

– **Level 1 teacher, SK Seberang**

'When doing guided reading activities, I divide my students into three groups based on their abilities. While I am focusing on less able students, using either shared or guided reading in the library area of the classroom, the other groups may be using worksheets, doing creative writing activities, role-play or reading independently. Now I am able to get much more closely involved with my children's learning, helping the weaker students and developing the more capable students even more.'

– **Stella Beduru, Year 1 and 3 teacher, SK St Christopher**

'Reflecting on my phonics approach to reading and the opportunities afforded by the Power of Reading Project.' – *Narratives of Teacher Development*

Guided Reading Reflections

Before

- *Before guided reading was conducted in my school, most of the pupils had little interest in reading.*
- *They do not know how to read in English.*
- *They were only looking at the pictures and changed their book in minutes without reading it.*
- *They did not show great interest in reading the English books.*

After

- *After the guided reading session was carried out in our English class, most of the pupils started to take English story books and read them for themselves.*
- *They know how to read and pronounce words correctly.*
- *They understand the meaning of certain words by looking at the pictures in the story book.*
- *Before guided reading was carried out, the pupils spent only one minute with each book, but not reading it. Now they spend about 10 to 15 minutes reading the book themselves and understanding what they read.*

- *They even show that they understand the story by making a small vocabulary book of their own based on what they have read in the book.*
- *Now they show great interest in reading English story books by borrowing the books after English class.*

– **English teacher, SK Bunga Raya**

'By doing guided reading I can get to know each pupil in reading and help them to develop/improve their weaknesses. I am able to guide pupils through stages according to their weaknesses. I get to know the pupils and their interests, for example, their favourite colours, their favourite books, etc. I also manage to get to know their area of interest, for example, drawing, colouring etc and I use it to help them in improving their reading skills. I feel confident when I am teaching because I like what we do together (with the pupils). The stress level is good because it makes me do things that I like.'

– **Teacher, SK Patau**

The POR video on guided reading shows teachers using this technique in local schools. View it at www.youtube.com/user/ELTDP-Malaysia – search for 'ELTDP Power of Reading, Reading with Children, Guided Reading'

Reading by children

Listening to children read

Another form of guided reading is for teachers to hear their pupils read out loud. This allows teachers to introduce personal learning taking into account the individual experiences and development of each pupil, and to enable fine-tuned guidance. It gives an opportunity for the teacher to engage in meaningful talk with the pupil about the text and their reading development.

SECTION THREE (A)

Traditionally, teachers were expected to hear each child once a day, which for those with large classes was a great burden. For this reason, as well as classroom noise and other distractions, this one-to-one activity has declined. To maintain the opportunity for talking about reading, older or more experienced children, parents, grandparents can be invited in to the class to hear pupils read.

Buddy Reading Programme

Objectives:

- To develop an interest in reading among children;
- To improve reading comprehension skills;
- To promote and encourage peer support and cooperation among Level 1 and Level 2 pupils.

Implementation:

Twenty Level 2 pupils (strong Year 5 and Year 6 pupils) are paired with 20 Level 1 pupils (average/weaker pupils). They take part in the programme once a week. Level 2 pupils use a picture book appropriate for Level 1 pupils and help them to read and understand the book.

All English teachers take turns to facilitate the reading activity following a pre-planned schedule.

– SK Lutong

To maximise the pedagogic benefits, teachers can use their limited opportunities to hear pupil's reading by using the tool of running records. See the section on assessing progress in reading below.

Drop Everything And Read (DEAR)

'Children are reading independently Tuesday to Friday from 7 to 7.20, and they are supervised by prefects in each class.'

– Year 3 teacher, SK Pinawantai

A DEAR session will typically feature all the children in the class

individually or in pairs, sitting (or lying down) with a book that they have chosen. Some will be quietly exchanging books in the class library. The teacher will also be reading silently.

Perhaps because this method appears to be a free-for-all, with the teacher and pupils relaxing and not 'doing' anything, there has been a great deal of research to support the effectiveness of this use of class time. This has shown that students using DEAR did as well or better in reading comprehension tests than others taking skill-based reading instruction, and that reading is also effective for vocabulary development, grammar test performance, writing and oral/aural development.

DEAR is sometimes called Free Voluntary Reading, but to create the freedom and enthuse the volunteers demands planning and organisation. For teachers, some of the key elements of organising DEAR periods are:

Selecting objectives

Objectives for free reading are as important as for any other classroom activity. For example:

- DEAR with or beginner readers: To familiarise the youngest children with reading-like behaviour (like sitting with a book, turning pages, making up a story to go with the pictures etc.).
- Regular DEAR sessions: To foster sustained reading as a habit in children who may not have much opportunity to read outside school.
- DEAR first thing in the morning or after break times: To calm and concentrate children on second language or academic work.

These objectives will reflect the strengths and needs of the learners and the organisation of the classroom. Underlying these is the belief that reading is best learnt by

reading.

POR videos showing buddy reading and silent reading are at www.youtube.com/user/ELTDP-Malaysia – search for 'ELTDP Power of Reading, Reading by Children, Buddy Reading.'

Access to a wide variety of texts

For beginner readers, the teacher should provide a balance of familiar texts that have been read to or shared with the children, and other new, but easy, material. Book boxes in a book corner can store these texts, both fiction and non-fiction. The books should be changed regularly.

Providing opportunities for children to choose their own texts

While teachers provide a selection of texts, pupils should have the chance to choose which book they want to read or look at from the very start. Older or fluent readers can be encouraged to seek out their own texts from the class or school library, and other sources outside the school. As the reader's independence develops, the teacher's role shifts from providing texts to providing information as to where to find texts.

Providing time and space to read them in

A well-lit, comfortable and accessible part of the room can be set aside for silent reading. In whole class DEAR periods this and any other place where the children are comfortable and will not be disturbed can be used. Enough time should be set aside for children to get in to the flow of reading, to be absorbed in to the text. The term 'uninterrupted sustained silent reading' emphasises this need for sufficient and dedicated time. Everybody is engaged in reading or selecting reading material and nothing else during these sessions. In some schools, the DEAR session

SECTION THREE (A)

is at the same time for the whole school: children, teachers, administrators support staff and visitors together and at once doing nothing but reading. The lesson being taught is that reading is something that is always worthwhile.

Giving children the chance to initiate reading themselves

Opportunities for free reading, or information gathering, outside the DEAR period should also be provided. Children finishing set work before others, waiting for teacher attention or otherwise without a task can be encouraged to pick up a book. When writing, or engaged in other work, children may get involved in personal reading while looking for information. The key principle is that reading is never a waste of time, and that teachers and others should take every opportunity to encourage children to engage with books.

Breaking the silence and providing opportunities for purposeful talk

DEAR can provide opportunities to exploit the reading children do through talk, and encourage talk through the reading. The teacher can help children choose their own texts by arousing interest in books by introducing them, relating them to a set purpose, or reading extracts.

Similarly, children can be encouraged to promote books they have read to others. Written book reports can provide a useful record of and source for this process. Often, book cards are used merely to 'check up' on a pupil's reading or as a complementation for the most number of books read. By using them as a form of review and recommendation for other readers, book report writing becomes meaningfully directed towards a real and interested audience.

Teachers can find opportuni-

ties to discuss with pupils what was read in DEAR. Reading conferences between the teacher and each child can ascertain the pupils' level of interest, their understanding of what they read and monitor the amount of reading they do. The teacher might also read book reports to provide sources for this data.

The POR Team role played how a simple silent reading period could take place. Teachers acted as children to allow them the opportunity of working out any potential problems. Once the teachers had decided how best to carry out the activity, they organised a meeting to share their plans with all the teaching staff.

This was important because the proposed weekly time for the activity was the start of the day when pupils were supervised by their class teacher who was not necessarily an English teacher. The team encouraged teachers to role play the activity to prepare for the launch. Class teachers were given strict instructions to bring their own reading material into class and to be a good reading role model for the pupils.

– **SK Bunga Raya**

Look at the POR video on the importance of choice at www.youtube.com/user/ELTDPMalaysia – search for 'ELTDP Power of Reading, Reading by Children, The Importance of Choice.'

Reading, writing and talking

Using books for writing

Teachers began to love activities that helped children to think about what they've read and the meaning of the story. They started seeing a connection between reading and fun cooperative, guided or independent writing. Writing started becoming more about taking students through a creative process rather than asking them to write meaningless sen-

tences. Children started to see the purpose in their writing and have become increasingly keener on taking control over their own learning.

– **SK Long Tuma**

Shared Writing

Shared writing is where the teacher and children construct a text together. A typical shared writing session will see the teacher ready to write on the blackboard or a large sheet of paper, while the children make suggestions as to how the piece of writing should proceed.

Writing does not have to be in sentences and paragraphs. You can use stories from books to write:

- signs, labels, adverts
- lists, letters and notes
- titles for pictures
- labels for maps, diagrams, charts

For practising composition, encourage children to draw pictures and describe what is happening in stories. Listen to the children retell stories and write them down for them. As with shared reading, shared writing allows the teacher to bring points of grammar, spelling and punctuation to the attention of the children within the context of an immediate and real need to know. The teacher is able to model writing strategies and techniques and demonstrate the complexity of the composing process.

One of the common failings of children's writing is that they do not think sufficiently about what they are going to write. In shared writing, the teacher is able to 'think out loud', and demonstrate what is usually a hidden part of the act of writing. By participating in the writing, children can rehearse and review their present writing strategies, and modify them where and when they see the need.

Shared Writing is sometimes called 'scribing', especially when

SECTION THREE (A)

it is used with very young writers. This term well describes the teacher's role in the initial stages of writing where the children's ability to compose a text far exceeds their ability to transcribe. It is another example of where the teacher can provide scaffolding for children's language development.

As with all writing, shared writing activities should have a purpose and a potential audience. Stories can be retold or adapted to different characters or settings, for book making or wall display, letters of thanks or giving information to send out to other classes, teachers, visitors or parents concerning reading events.

In one class, the teacher sits with the children grouped around a blank poster paper.

'I have to write a letter to your homes telling your parents that we have a meeting about the Reading Week. How do you think I should start?'

The children's suggestions are discussed, a consensus is formed and the teacher transcribes the letter on to the poster. The children may struggle to gain the internal consistency of style and form, but in doing so will recognise many things about the difficulties of writing, and ways they could be resolved.

A short YouTube video from the United States of pupils writing a story together by completing sentences: **'The Dice Game: A Cooperative Story Writing Activity'** by **The Balanced Literacy Diet**.

A longer YouTube video from the UK shows collaboration with young children to produce high quality shared writing: **'Year 1 Non fiction Shared Writing'** by **Rosie Johnson**.

Guided writing is used in this YouTube video to help Year 1 and Year 2 children produce a guide-

book: **'Teachers TV – Guided Writing'** by **TAG (Trinity Academy Global)**.

Silent Dictation

This is a simple exercise that combines reading and writing and that can exploit the books that children have been reading. The teacher mimes to pupils that they should have a paper and pencil ready. She holds up strips that the whole class can read with a familiar text. She shows each for a short time (enough to read but not to copy), pupils to remember and write the phrases.

*'There was once
a very hungry little hen,
and she ate and ate,
and she grew and grew,
and the more she ate,
the more she grew.'*
(Hungry Hen by Richard Waring)

Although the teacher controls the language, the activity is cognitively very complex and includes

elements of reading such as understanding the words, remembering the message, and transferring information.

Silent dictation: Breaking the silence

Silent dictation as pair work: Allow children to copy (for accuracy) a text from a story book of their choosing into their exercise book. In pairs, child A closes book, child B opens her book and points to word or phrase counts to three (silently), closes book. Child A has to write word/phrase on a scrap of paper. The discussion that is involved in this exercise and the checking that follows it is a great opportunity for purposeful talk.

Process writing

Process writing, sometimes called writer's workshop, is a way of organising composition which serves the professional writer as much as the infant novice. The process is very simple – the writer writes down his ideas and works



Mini books on display at SK Kampung Enam

SECTION THREE (A)

through versions of the work until the ultimate stage of 'publication' is achieved. A typical process writing class in school will have children working at various stages of their writing, some on their own and others with a partner. The teacher will be conferring with children individually and in turn. The process writing workshop is a model of interaction and purposeful talk.

The writing process moves the writer through successive stages:

1. Ideas (that can be taken from or in reaction to a story or non-fiction book)
2. Writing a first draft
3. Proofreading (the writer checks their own work)
4. Writing second draft
5. Proofreading
6. Conferring with a partner for proofreading and suggestions
7. Writing third draft
8. Proofreading
9. Conferring with an 'expert' (i.e. a teacher, another adult or an older pupil)
10. Final draft and checking
11. Publication

These stages can be varied to suit different purposes and conditions. The basic idea is that the writing will include drafting, correction and some involvement of another 'reader'. In this role of reader, children engage in a different set of literacy activities which serve their own writing and reading development. The teacher does not have to become involved in the process until the writing has been checked several times. This way she can concentrate on helping the writer at a higher level, for instance in making suggestions about style and content, rather than having to concentrate on spelling mistakes or grammatical errors.

Some sequences might stop at the final draft and checking stage, and remain in the child's exercise book or folder. Publication can mean



Pupils ready with their bear masks – at SK Poring

the child reads the piece to the class, or that it is displayed on the wall or included in a class book or self-made book. Publication provides motivation and genuine reason for the child to do best work (especially in presentation and handwriting), and also provides a sense of purpose and audience for the writing, and another stimulus for talk and discussion in the classroom.

A teacher in the United States uses a book that the pupils have been reading to start a writer's workshop with very young children. View the video on YouTube: 'Writer's Workshop' by Mesquite ISD.

Projects and language arts

Creating mini books independently plays a significant role at

the school. Mini book types created by children include:

- Talking books
- Pop up / Pull out
- Big books
- Concertino books
- Own story books
- Flip-flap books
- Puzzle books
- Snake/stripe books

– **SK Long Tuma**

For 'There was an Old Lady, I choose some simple resources like puppets and masks for the pupils to create, and we all sing the song together while I point to pictures in the book. The pupils understand much more when I use resources; using these kinds of resources to support storytelling is new for me, but it really works.'

– **Level 1 teacher, SK Poring**



Photo by Gerry Fox

Reading activity and pair work

CASE STUDY >**SJK Chung Hua**

A wide range of activities and games were introduced to stimulate pupils' interest in stories and improve their learning. All involved the active participation of the pupils and comprised a variety of student groupings - pair work, group work or whole class.

Some examples:

1. Songs were often included in the lessons. All the pupils enjoy singing and the songs capture the rhythm of the language and as they are frequently repetitive, easy for pupils to remember. E.g. To accompany the book *Walking Through the Jungle*, pupils formed a circle and sang a song, each verse of which targeted a verb which appeared in the book. Revising phonics was integrated into the lesson as, at the beginning of each verse, a sound card was held up which gave the pupils a clue to the verb. e.g. 'w' – walking, 'r' – running etc. After listening

to the story, pupils played 'Hot Chair', recapping the animal vocabulary from the story. Another favourite song is What've you got in your hand? which practises question and answer and can be adapted for any vocabulary which the teacher wants to focus on.

2. Role play was used on a number of occasions. e.g. Year 1 pupils did a role play about buying books from a book shop. They asked for a book, and in response to the question 'Which one?', had to make a choice and answer 'This one.' This gave pupils practice in speaking in a semi-authentic situation and encouraged pupils to speak clearly and confidently. Year 3 pupils also acted out a story about how the order of the 12 animals of the Chinese Zodiac originated.

3. Dressing up as characters from books, matching books to the characters and describing the characters.

4. Making small books, illustrating them and decorating the covers.

5. Scanning for particular words. Pupils spin wheels with numbers and sounds on and then search in books they've chosen for that number of words starting with the chosen sound. If played against the clock, this activity creates a competitive atmosphere of fun with pupils competing to see who can find the most words.

6. Tricky words envelopes. To encourage pupils to learn sight words, every pupil made a little envelope of coloured paper which they decorated to keep strips of ten tricky words in for regular practice at school and home.

A chart was placed on the classroom wall with pupils gaining stickers every time they knew ten words.

7. Making book marks. Pupils chose a favourite book and made an accompanying book mark. Year 3 made 'Firefly' bookmarks out of lolly sticks to go with *The Very Lonely Firefly* book.

Assessing progress in reading

Listening to children read

USING the tool of running records, teachers can see how pupils are using strategies and assess their progress. In running records, the teacher listens to each pupil reading out loud, and records their errors. These errors are then summarised in a statement of the relative difficulty of the text for that child at that time. A later record of the same child with the same text will show what progress is happening. Listening to reading using running records becomes a rigorous procedure which can justify the time that a teacher gives to it.

Running records reveal what strategies the pupil is using to build meaning from the text.

- How readers process information.
- How readers use different sources of information.
- How readers use different sources of information to solve unfamiliar words.
- How pupils integrate the strategies during independent reading.
- Whether pupils are choosing appropriate text levels for independent reading.
- What the pupils needs help with (e.g. in shared reading).

Procedure for Running Records

Choosing the text

The teacher chooses a text from the textbook or from a Power of Reading book. This should be at the pupil's approximate reading level decided by information such as the types of errors made, previous reading behaviours, and comprehension questions. The text should not be too easy so the pupil will



Taking a running record, at SK Gumisi

make no mistakes for the teacher to analyse, nor too difficult so the pupil becomes frustrated. Ideally, the child should be able to read 90 per cent to 95 per cent of the words in the text. Approximately 80 to 120 words of text ensure an accurate running record.

Taking the record

The teacher can copy the text on to a record sheet, or use a blank sheet to record the pupil's reading behaviour. She listens to the pupil read the text notes miscues and analyses errors and self-corrections.

Codes when recording pupil reading behaviour.

- | | |
|--------------------|----------------------------|
| Correct word | ✓ |
| Self Correction | SC |
| Reads back | ← |
| Reads on | → |
| Teacher tells word | T |
| Mistake | recorded over correct word |
| Omitted word | circle |
| Added word | ^ |

You can find a template for taking running records as Appendix 1.

Running Record				
Name	Arian		Year	3
Date	3/7/13		Text	The wheel
Number of Words	99		Accuracy Rate	92%
Re-tell/Comprehension	(100% / 75% / 50% / 25% / 0%)		Notes	From Reading A-Z
PAGE		E	S-C	NOTES
3	The wheel falls off the truck		1	MSV
4	It rolls down the hill faster and faster			
5	The wheel rolls through the field it rolls past the cows. Says 'p' then sc			MSV
6	It rolls through the farm it rolls past the chickens faster and faster	1		MSV
7	It rolls towards the river it rolls over the bridge faster and faster	1		MSV
8	The wheel rolls into the school it rolls out the door faster and faster	1		MSV
9	It rolls through the town it rolls past the policeman (says 'p' then sc)			
10	The wheel rolls into the garage it stops rolling The wheel is on the truck	1		MSV

Analysing the records

As the teacher observes the reader, she will be looking for use of the three cueing systems (or strategies). Was the child obtaining information from:

SECTION THREE (B)

- the meaning or semantics of the text (M) *Does what I read make sense?*
- the structure or grammar of the sentence (S) *Does what I read sound right?*
- something from the visual cues (V) *Does what I read look right?*

The teacher can complete the record after the reading is completed.

With practice, a running record should take only five to seven minutes. In that time, an observant teacher can learn a great deal about the child's reading behaviours or strategies. The primary goal of a running record is to assess fluency. Without fluency, comprehension suffers as the child struggles to decode each word. Both fluency and comprehension are necessary for a competent reader.

Using school-based assessment (PBS)

The Power of Reading pilot used the PBS system to show pupils had made progress in reading and writing.

YEAR 1

Band 2 DB2: Read and recognise words and apply word attack skills by matching with spoken words.

Band 3 DB2: Read and understand

simple sentences in linear and non linear texts with guidance.

Band 5 DB1: Read simple fiction and non-fiction texts for information.

Band 6 DB1: Choose and read simple fiction and non-fiction texts for personal enjoyment.

YEAR 2

Band 2 DB2: Read and recognise words and apply word attack skills by grouping words according to word families.

Band 3 DB2: Read and understand sentences in linear texts (for Sekolah Jenis Kebangsaan [SJK] with guidance).

Band 5 DB2: Read simple fiction texts for information (for SJK with guidance).

Band 6 DB2: Choose and read simple fiction and non-fiction texts for personal enjoyment

Methods of gathering evidence

Apart from the requirements of PBS, teachers recognise that assessment is an important teaching and learning tool. They have developed several methods of collecting information that monitors and describes the progress of their children that can be used to direct future teaching and learning, and that provides the evidence for

reporting on that progress to the children, parents and other teachers. Many of these methods include techniques which are also teaching and learning strategies. This is often called 'assessment for learning'.

Active listening, discussing and questioning

— These regular classroom communication activities can be useful tools for assessing learning. Each is essentially bound to language development, and teachers can learn much from the outcomes of such interactions. However, there is often an over-reliance on questioning, and particularly on direct, closed questioning – e.g. 'What is the boy's name?' 'How many beans did he get?' – as a test of understanding, and hence assessment. Questions used in this way should themselves pass the test of validity, reliability and consistency.

Setting tasks — Teachers regularly provide tasks which reveal from their performance what the pupil knows, can do and understands. Tasks differ from tests in that they can be designed to suit individual children, do not always have a predictable outcome, and are unlikely to produce a 'mark'. Many language teachers base their curriculum on tasks or activities which provide opportunities to gather data for assessment.

Participant observation — This is a technique which involves describing what children do, individually or in groups, and recording as field notes, events, incidents, issues and conversations as they occur. Rather than trying to be objective, the observer will engage with the children in activities and be part of the action as it happens. As a form of assessment, this approach can be very comprehensive and responsive to individual needs and specific situations. Notes such as these, concentrat-



Pupils colour in their own Assessment for learning chart – SJK Chung Hua



Picture by Gerry Fox

ing on children's reading and writing behaviour and their responses to text, can provide very comprehensive insights into assessing individual's needs and particular situations.

Pupil diaries and logs — For assessment and recording of free reading, as well as capturing the pupil's view of the literacy process, the analysis of logs and diaries are an invaluable source of data. These can be in any number of forms, and can be adapted to suit the level of writing (or pre-writing) competence of individual children. The aim is usually to encourage children to think about the learning that they have done. It is important to give the children a purpose and a focus for keeping their log

Concept mapping — This is a procedure which requires children to

'map' out what they have learned and how it appears to fit together. Children draw mind-maps or flow charts to show what they have learned and map the relationship between these items. This provides a way of seeing what children have understood, especially in the content areas but also in their reading where story mapping can be a form of retelling and revealing the child's present level of knowledge and understanding.

Conferencing — 'Conferences' between the teacher and individual pupils happen in 'process writing' when the teacher sees the pupil's writing draft, and during running records so the teacher can find out what the pupil has understood and also whenever the teacher has a chance to talk to pupils on their own or in small groups. They can provide useful data about individ-

ual children's progress in thinking and in literacy. Parent/teacher conferences provide the opportunity to gather information about children's language and literacy behaviour outside school.

Interviewing — A more formal and structured means of assessment than conferencing or discussion. A useful tool for peer-assessment where children need guidance in what to talk about.

Questionnaires — Used often in language teaching course books for children, they encourage children to reflect on their recent learning experiences by answering specific questions to focus their response. Non-writers can respond to statements read out by the teacher by colouring a face which signifies, for example, happy, neutral, bored, worried or angry

Planning and preparing reading environments

Storing and displaying the books

Classroom reading corners

In preparation for the books, to ensure that all pupils have access to the books, we built reading corners in all the Level 1 classes. Our caretakers built structures from local materials, including bamboo from our garden.

Each of the classes discussed a theme for their reading corner, and the class teacher was put in charge of decorating, assisted by one other teacher. The reading corners provide a comfortable place for pupils to read, and a storage area for some of the books.

We prepared interactive language games, such as puzzles and puppets, and hung them in plastic envelopes in the reading corners to encourage pupils to learn more vocabulary and to make use of the knowledge they gain from the books. The pupils really enjoy being there.



Maths, LINUS and BM Teachers help construct reading corners at SK Poring

Photo courtesy of mentor in the ELTDP



In making the games and activities, teachers were able to learn more about how to engage children with reading and the importance of a language-rich environment, and could adapt these activities to different subjects.

– SK Poring

We got money from the P.T.A for cupboards, colour-coding stickers, boxes to take the books to class with and plastic film to cover the books with to keep them clean.

– SK Kampung Bahagia Jaya

Year 1 classroom, SK Poring

Engagement and capacity building across the wider school

I notice that the children are using the books to play games. They are playing as the characters, pretending to be in the book. Yesterday, I saw in Year 2, the children were drawing The Gruffalo in their books. Before the programme, they would draw what they saw on TV, like cartoon characters.

In my classes, I often relate the topic to the books they have read – I have used The Gruffalo to talk about moral values. Sometimes, the children relate it themselves – when I was teaching about the planets and stars, some of the children asked me, 'Can we fly to space like Winnie the Witch?'

– **Science and Moral Education teacher**

The books are so colourful and beautiful! I use the storybooks in my class – just the pictures, especially when I am teaching numbers and shapes – and the pupils love this. The best thing is that I see the pupils sharing the books – they sit together to read one book, many pupils reading all together in the library or the reading corners, and helping each other to read

– **Librarian and maths teacher, SK Poring**

Involving the family and community

The most important thing is we were able to do it with cooperation from all parties ... the teachers, the parents, the community and the pupils.

– **SK Kampung Enam**

Parents and families

Whatever their knowledge of



Pupils sharing books

English, parents can support their young children learning English. They can encourage their children to feel 'I like English' and 'I can speak English'.

Power of Reading books can provide parents (or grandparents, aunts, uncles, siblings) and children with a real reason for switching from their home language to speaking English. Parents who lack confidence in English, or who are prepared to learn alongside their children, can find that the fixed text of a picture book is a useful tool for providing real English. The books can be the basis for talk and discussion. As children share more and more books, their self-confidence develops. This can often be seen in the way they approach unfamiliar English and new experiences at school.

The parents are allowed to borrow two books every week for their kids and read it for them at home.

To ensure that the activity can be implemented, we distributed letters to the parents to inform about this activity. We also choose one day especially for the parents as we promised to them that they are allowed to come to read and borrow the books. We also prepared a log book for the parents to record all the books they borrow. Therefore, the parents would not give excuses that they do not have any appropriate reading material because the school has agreed to give them opportunity to borrow books at school.

– **10 SK Kampung Enam**

- Most parents realised that their children bring books home.
- They read with their children.
- Their child always tells them about reading activity at school; even without the use of the file to record the books they borrowed.

SECTION THREE (D)

- They realised that their children love to read books at home in front of them.
- Their children read to them at home.
- POR books increased their children's interest to love the English subject.
- They enjoyed the English subject.

Another added benefit is that suddenly the parents are interested! We'd thought the parents were mostly illiterate, but recently we've learned that some can read and that they want to participate. They see how hard we're working to teach their children English. Before, the parents pretty much ignored us. They didn't know who we were. Now they know we're the English teachers and they want to help us. We hope to encourage them to read to their children using the storybooks. The process of learning used to only happen at school, not at home. Now it seems possible the process can begin in the home.

– **Nurhafizah Abdullah and Faisal Madzin (Teachers, SK Pulau Gaya)**
 'The power of believing: How the Power of Reading program inspired our community'. *Narratives of Teacher Development*

There is an encouraging talk by a teacher about the way she used the British Council Learn English Families programme to create an English environment in rural homes in Sarawak. You can view it on YouTube at www.youtube.com/user/ELTDPMalaysia – search for 'ELTDP Symposium, Learn English Families; Creating an English Environment in Rural Homes, Rosmini'.

Parents and families can also support pupil's reading in the school.

One POR school planned for all parents to be informed of the programme and asked them to support the school through encouraging



A parent reading with children at a longhouse in Sarawak



Teachers in a non-pilot school, SK Melamam, create their own Self-Access Learning room and breathe new life into forgotten reading materials.

their children to borrow books and later return them to the school. They also invited parents to support the POR programme by helping make book display boxes, organise the books by selecting suitable books for each classroom, placing the POR stickers in the books and carrying out any repairs to the books as necessary. Parents were asked to volunteer to become Reading Ambassadors and support the teachers by carrying out storytelling in school

and assisting in class during guided reading sessions.

We did a programme where a few parents came into school one day and into the classroom and while I did guided reading with a small group of pupils, the parents supported the rest of the class and monitored them, helping them with their reading. It was a good activity and good to have their help.

– **Teacher, SK Binuang**

Further reading, materials, resources and references

ELTDP Power of Reading Videos

www.youtube.com/user/ELTDP_Malaysia

The following videos document activities in East Malaysia primary classrooms as part of the Power of Reading pilot:

- *ELTDP Power of Reading (an overview)*
- *ELTDP Power of Reading, Reading to Children, Before the Story*
- *ELTDP Power of Reading, Reading to Children, After the Story*
- *ELTDP Power of Reading, Reading with Children, Shared Reading*
- *ELTDP Power of Reading, Reading with Children, Guided Reading*
- *ELTDP Power of Reading, Reading by Children, The Importance of Choice*
- *ELTDP Power of Reading, Reading by Children, Buddy Reading*

Articles for teachers and parents

Guided Reading in the Primary Classroom www.scholastic.com/teachers. Search for the article 'Guided Reading in the Primary Classroom', which will appear under 'Resources, Ideas and Activities'.

Reading picture books to children www.readingonline.org/ Search for 'Picture Book Read-Alouds' by Denise Johnson in the Indexes.

Shared reading, read-aloud, guided reading, Readers Theatre, sustained silent reading, and literature circles. www.readingonline.org/articles/kimbell-lopez/ Look up 'Shared Reading'.

Shared reading, (Ovid-Elsie Area

Schools) http://oe.edzone.net/balanced_literacy/shared_reading.htm

Learning English through picture books (British Council) <http://learnenglishkids.britishcouncil.org>. Search for the article 'Learning English through picture books' by Opal Dunn.

About Reading Initiatives in Malaysia

Asraf, R. M., & Ahmad, I. S. (2003). 'Promoting English language development and the reading habit among students in rural schools through the Guided Extensive Reading program'. *Reading in a Foreign Language*, 15(2), 83-102. www.nflrc.hawaii.edu/rfl – look for Vol 15.2, October 2003 in 'Past Issues'.

Extends Yu (1993)'s 'guided extensive reading' to rural Malaysian schools.

Asraf, R. M., Kassim, N. A., Ahmad, I. S., & Rahman, Z. A. (2013). 'The Effectiveness of a Supplementary Reading Programme for Children in Malaysia's Remote Schools'. *World Applied Sciences Journal Issue 21* (Special Issue of Studies in Language Teaching and Learning), <http://idosi.org/wasj/online.htm> – look for Vol 21, Issue 21, 2013.

Borg, S. (Ed.) (2013) *Narratives of teacher development 1: Reading and speaking*. Kuala Lumpur: The British Council. Engaging Malaysian Schools in English, www.emse.com.my – click on 'ELTDP'.

Narratives written by teachers of English in Malaysia who took part in the ELTDP Project.

Edzan, N. N., & Saad, M. S. M. (2005). 'NILA: A national information literacy agenda for Malaysia'. *Malaysian Journal of Library and Information Science*, 10(1), 91. <http://majlis.fsktm.um.edu.my> – look for Vol.10, No. 1, 2005

Gardner S. and A. Yaacob (2009) 'CD-ROM multimodal affordances: classroom interaction perspectives in the Malaysian English literacy hour'. *Language and Education*, 23: 5 409 – 424

Hiang, N. J. (2005) 'Inculcating the reading habit through the NILAM programme in schools'. Seminar Penyelidikan Pendidikan Institut Perguruan Batu Lintang. www.ipbl.edu.my/portal/penyelidikan/seminar-papers/2005/ngSTARpaper.pdf
Relates NILAM to mentoring in Kuching.

Hiang, N. J. (2007) 'Extending the NILAM programme with the home connection'. Seminar Penyelidikan Pendidikan Institut Perguruan Batu Lintang, www.ipbl.edu.my/portal/penyelidikan/seminar-papers/2007/lanugateaching/ngSTARfp.pdf

Hsui, V. Y. (2000). 'Guided Independent Reading (GIR): a programme to nurture lifelong'. *Teaching and Learning*, 20(2), 31-39. <http://hdl.handle.net/10497/364>

Husain, F. M., Choo, J. C. S., & Singh, M. K. M. (2011). 'Malaysian mothers' beliefs in developing emergent literacy through reading'. *Procedia-Social and Behavioral Sciences*, 29, 846-855.

SECTION FOUR

Johnson, R. C., & Tweedie, G. M. (2010). 'Could phonemic awareness instruction be (part of) the answer for young EFL learners? A report on the early literacy project in Malaysia'. *TESOL Quarterly: A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect*, 44(4), 822-829.

Kassim, S. R. (2010). 'Literacy through children's literature: a Malaysian perspective'. *Literacy*, 12(2). *Malaysian Journal of Media Studies*, <http://jpmm.um.edu.my/past2> – look for Vol. 12, 2010, No. 2.

Krishnan, G., Rahim, R. A., Marimuthu, R., Abdullah, R. B., Mohamad, F., & Jusoff, K. (2009). 'The Language Learning Benefits of Extensive Reading: Teachers Should Be Good Role Models'. *English Language Teaching*, 2(4), p107. Canadian Center of Science and Education, www.ccsenet.org/journal/index.php/elt – look for Vol 2, No. 4 (2009) in 'Archives' or 'All Issues'.

The article discusses other initiatives, such as the English Language Reading Programme, Class Readers and Drop Everything and Read projects of the eighties

Mohamed, A. R., Eng, L. S., & Ismail, S. A. M. M. (2010). 'Making Sense of Reading Scores with Reading Evaluation and Decoding System (READS)'. *English Language Teaching*, 3(3), 35. Canadian Center of Science and Education, www.ccsenet.org/journal/index.php/elt – look for Vol. 3, No. 3 (2010) in 'Archives' or 'All Issues'.

The article describes the Reading Evaluation and Decoding System (READS) relating reading to standards in the secondary curriculum.

Mohamed, A. R., Eng, L. S., & Ismail, S. A. M. M. (2012). The Potency of 'READS' to Inform Students' Reading Ability. *RELJ Journal*, 43(2),

271-282. <http://rel.sagepub.com/> – look for August 2012, Vol. 43 in the online archives, 'All Issues'.

Nair, R., & Talif, R. (2010). Lexical choices and the construction of gender in Malaysian children's literature. *Kajian Malaysia*, 28 (2) *Kajian Malaysia (Journal of Malaysian Studies)* <http://web.usm.my/km/> – look for Vol. 28, No. 2, 2010 under 'Past Issues'.

Pandian, A., Ismail, S. Kechik, S., Abdullah, A., Husain, F., Lin, D. T., Ali A., Choo L.B., Manusamy G., Noordin N. & Hassan, A. (2006) IQRA: Unlocking the Hidden Reading Potentials. Book Club Project. University of Science Malaysia Malaysian Education Deans' Council, <http://medc.com.my/> – look for Vol. 3 under 'MEDC Journal'

Raj D. & B.Hunt (1990). The Malaysian class reader programme. *Reading in a Foreign Language*, 6(2), 369. www.nflrc.hawaii.edu/rfl – look for Vol 6.2 (Original issues) in 'Past Issues'.

Shari M. (2008), Male Teenagers' Need for Extensive Reading International Language Conference, International Islamic University Malaysia, www.iiu.edu.my/ilc/ – search for 'Mariyatunnitha binti Shari'.

Describes the NILAM project.

Siah P. & Kwok W. (2010) The Value of Reading and the Effectiveness of Sustained Silent Reading *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 83: 5, 168-174 Siah, P. C., & Kwok, W. L. (2010). The value of reading and the effectiveness of sustained silent reading. *The Clearing House*, 83(5), 168-174. Soquel High School Library, www.soquelhs.net/library/ – search for 'The Value of Reading'.

The need for sustained silent reading programmes to be contextualised in support for pupil's

reading in school and at home is identified by two Malaysian academics' study of the practice in Hong Kong.

Williams J.R.A. (2014) 'An annotated and bibliography of project-based intervention initiatives in primary education in Malaysia'. In Kabilan M. (Ed) *ELTDP Theory, Research & Practice*. Kuala Lumpur: British Council/ University of Science Malaysia

Articles from research

Chen M. (2014) 'Teaching English as a Foreign Language through Literature'. *Theory and Practice in Language Studies*, Vol. 4, No. 2, pp. 232-236, **Academy Publisher Online**, <http://ojs.academpublisher.com> – click on 'Theory and Practice in Language Studies' and look for Vol. 4, No. 2 (2014) in the Archives.

Damber, U. (2013). 'Write to Read in Two Different Practices: Literacy versus Technology in Focus'. *Journal of Education and Learning*, 2(2), p96. Canadian Center of Science and Education, [bold www.ccsenet.org/journal/index.php/jel](http://www.ccsenet.org/journal/index.php/jel) – look for Vol. 2, No. 2, 2013 in the Archives.

Davis, C. (1995). 'Extensive reading: an expensive extravagance?'. *ELT journal*, 49(4), 329-336. <http://203.72.145.166/elt/files/49-4-5.pdf>

Elley, W. B. (2000). 'The potential of book floods for raising literacy levels'. *International Review of Education*, 46(3-4), 233-255.

Elley, W. B., & Mangubhai, F. (1983). 'The impact of reading on second language learning'. *Reading research quarterly*, 53-67.

Fenton-Smith, B. (2011) 'A Debate on the Desired Effects of Output Activities for Extensive Reading' in Tomlinson B & H. Masuhara (eds)

SECTION FOUR

Extensive Reading. Research for Materials Development in Language Learning: Evidence For Best Practice, London: Continuum 50. Griffith Research Online, www98.griffith.edu.au – search for ‘Fenton-Smith, Ben’ and click on the article in the search results.

Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Stenhouse Publishers. <http://andreahnatiuk-literacycoach-goodspiritschooldivision.yolasite.com> – look for the Readicide e-book in ‘Middle Years and Secondary’.

Krashen, S. D. (2011). ‘81 Generalizations about Free Voluntary Reading’ in *Free Voluntary Reading*. Santa Barbara: Libraries Unlimited ABC-CLIO. <http://successfulenglish.com/wp-content/uploads/2010/01/81-Generalizations-about-FVR-2009.pdf>

Lin, C. C., & Lin, I. Y. J. (2009). ‘E-book Flood. for Changing EFL Learners’ Reading Attitudes’. In *Proceedings of the 17th International Conference on Computers in Education*. www.icce2009.ied.edu.hk/contentpro.html – click on ‘769’ link in the ‘C6: ICCE Conference on Technology, Pedagogy and Education’ section on the page.

Malmeier, E., & Araghi, S. M. (2013). ‘The Impact of Extensive Reading Programs on the Pronunciation Accuracy of EFL Learners at Basic Levels’. *Theory and Practice in Language Studies*, 3(8), 1434-1439. Academy Publisher Online, <http://ojs.academypublisher.com> – click on ‘Theory and Practice in Language Studies’ and look for Vol. 3, No. 8 (2013) in the Archives.

Mangubhai F. (2011) ‘Reading, whole language, and second language learning: a personal journey’. *The EFL Journal* Vol 2 No 2, 1. Lingua

Akshara, <http://linguaakshara.org> – click on ‘Resources’, look for ‘EFL Journal June 2011 Special Issue’ under ‘Reading and Language Acquisition’.

Mangubhai, F. (2006). ‘What do we know about learning and teaching second languages: Implications for teaching’. *Asian EFL Journal*, 8(3), 46-68. University of South Queensland UQS ePrints, <http://eprints.usq.edu.au> – search for ‘Francis Mangubhai’ and click on the article link.

Mangubhai, F. (2001). ‘Book floods and comprehensible input floods: providing ideal conditions for second language acquisition’. *International Journal of Educational Research*, 35(2), 147-156. University of South Queensland UQS ePrints, <http://eprints.usq.edu.au> – search for ‘Francis Mangubhai’ and click on the article link.

Ministry of Education Malaysia (2012) *Preliminary Report/Executive Summary Malaysia Education Blueprint 2013-2025*. Putrajaya: MOE <http://edureview-download.e-sentral.com/Preliminary-Blueprint-ExecSummary-Eng.pdf>

Nair, G., Rahim, R., Setia, R., Husin, N., Sabapathy, E., Jalil, N., ... & Selman, N. (2012). ‘Malaysian Graduates English Adequacy in the Job Sector’. *Asian Social Science*, 8(4), p143. Canadian Center of Science and Education, www.ccsenet.org/journal/index.php/ass – look for Vol. 8, No. 4, 2012 in the Archives.

Renandya, W. A. (2007). ‘The Power of Extensive Reading’. *REL C Journal*, 38(2), 133-149. <https://nanyang.academia.edu/WillyARenandya> – click on article link under ‘Papers’ to download and read.

Renandya, W. A., & Jacobs, G. M. (2002). ‘Extensive reading: Why

aren’t we all doing it?’ in Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press. 295-302. <http://kentlee7.com/engl/Meth.Lg.Teaching.extensive.reading.pdf>

Picture books online

- www.magickeys.com/books/
 - www.childrensbooksforever.com/index.html
 - www.readinga-z.com/samples/
 - www.storylineonline.net/
 - <http://freekidsbooks.org/>
 - <http://storytimeforme.com/>
 - www.oxfordowl.co.uk/reading-owl/reading
 - www.wegivebooks.org/ and many more.
- Search for ‘Free picture books online’.

Running Records On-Line

Some blank forms, including one to collate a child’s data over time are at The Curriculum Corner, www.thecurriculumcorner.com – click on ‘The Curriculum Corner 123’ and search for ‘Running Records’. The article also has links to a Running Record Form and Running Record Data Form.

A nice and simple introduction to running records: <http://classroom.jc-schools.net/read/runrecords.html>

Another US introduction, with an excellent guide to more information; www.busyteacherscave.com/literacy/running_records.html

A free online comprehensive survey of running records, with exercises for teachers, extending in to the use of miscue analysis is available from the University of North Carolina at: www.learnnc.org/lp/editions/readassess/977

A clear summary of running records from this popular website: www.readinga-z.com/guided/run-record.html

Appendix 1

READING RECORD				
Name:		Year	Date:	
Text:		No of words:		
Accuracy rate:				
Re-tell/Comprehension: 100% / 75% / 50% / 25% / 0%				
Notes:				
Page:		E	S-C	Notes

Appendix 2

ERROR RATE

Errors
Running words

Examples:

$$\frac{15}{150}$$

Ratio/error rate = 1:10

$$\frac{18}{114}$$

Ratio/error rate = 1:14.25

Self Correction (SC) Rate

Self correction is an important skill and teachers should take note of improvements in this rate.

$$\frac{SC}{E + SC}$$

Example:

$$\frac{5}{15 + 5}$$

Ratio 1:4

Schools that participated in the ELTDP Power of Reading Pilot 2012 to 2013

Sarawak:

SK Lutong, Miri; SK Long Tuma, Lawas; SJK Chung Hua Sibuti, SK Kampung Subak, Subis; SK Libok Nibong, Marudi; SK Sentosa, SK Kampung Bahagia Jaya, Sibui; SK St John, Dalat; SK Seberang, Mukah; SK Nanga Lipus, Kanowit; SJK Pantu, Sri Aman; SJK Bulat, Sarikei; SK Abang Leman, Saratok; SK St Christopher, Batong; SJK Chung Hua Englikili, Lubok Antu; SJK CH Kim Choo Seng, Padawan; SK Pueh, Lundu; SJK CH Buntal, SK Tabuan Hilir, SK Matu Baru, Kuching.

Labuan:

SK Tanjung Aru, Labuan.

Sabah:

SK Binuang, SK Sepagaya, Lahad Datu; SK Taman Tawau, SK Kinabutan, Tawau; SK Seri Pagi, Beluran; SK Gumisi, Tenom; SK Poring, Ranau; SK Papat II, Sandakan; SK Patau, Tambunan; SK Kg Enam, Nabawan; SK SK Bunga Raya; Keningau: SK Pulau Gaya, Kota Kinabalu; SK Pinggan Pinggan, Pitas; SK Pinawantai, Kudat; SK Sembirai, Kota Belud; SK Langkon, Kota Marudu; SK Padang Berampah, Sipitang; SK St. John, Beaufort; SJK Cheng Hwa, Papar.

ELTDP teacher mentors who participated in and reported on the Power of Reading Pilot:

Zoya Kaldamova, Monika Gora, Nora Sullivan, Vicky Aitken, Grace Boon, Katie Goldsmith, Louise Studds, Martyn Stephens, Jessica Kosakevitch, Wynne Kline, Zoe Hibbert, Sue Goodman, Steve Ellis, Anne Lattul, Maria Franco Pereira. Mark Silverlock, Aliyah Eliz Eastwood. Emily Sawle Thomas, Lisa Walsh, Anna White, Michael White, Sandra Randall, Emmy Bronsema, Juan Monita, Kerrilee Barrett, Derek Bower, Emily Davies, Anne Sloan, Sam Murdoch, Liz Hope, Sophie Carozzi, Nick Alexander, Carolina Cruz, Gary Robert, Judy Cracknell, Rachel Meadows, Teresa Rodriguez, Maria Drysz, Cathy Layne, Brenna Cheers, Pauline Bezzant, Chloe Salder, Rhett Vorster, Justyna Skowronska, Shannon Smith, Jemma Barzey.

The Power of Reading Handbook and accompanying video films guide head and senior teachers, teachers and parents through arranging and managing a 'book flood': a literacy programme which has been found to work consistently and powerfully in Malaysian schools and around the world.

Harness the Power of Reading!

